

# The High School Herald

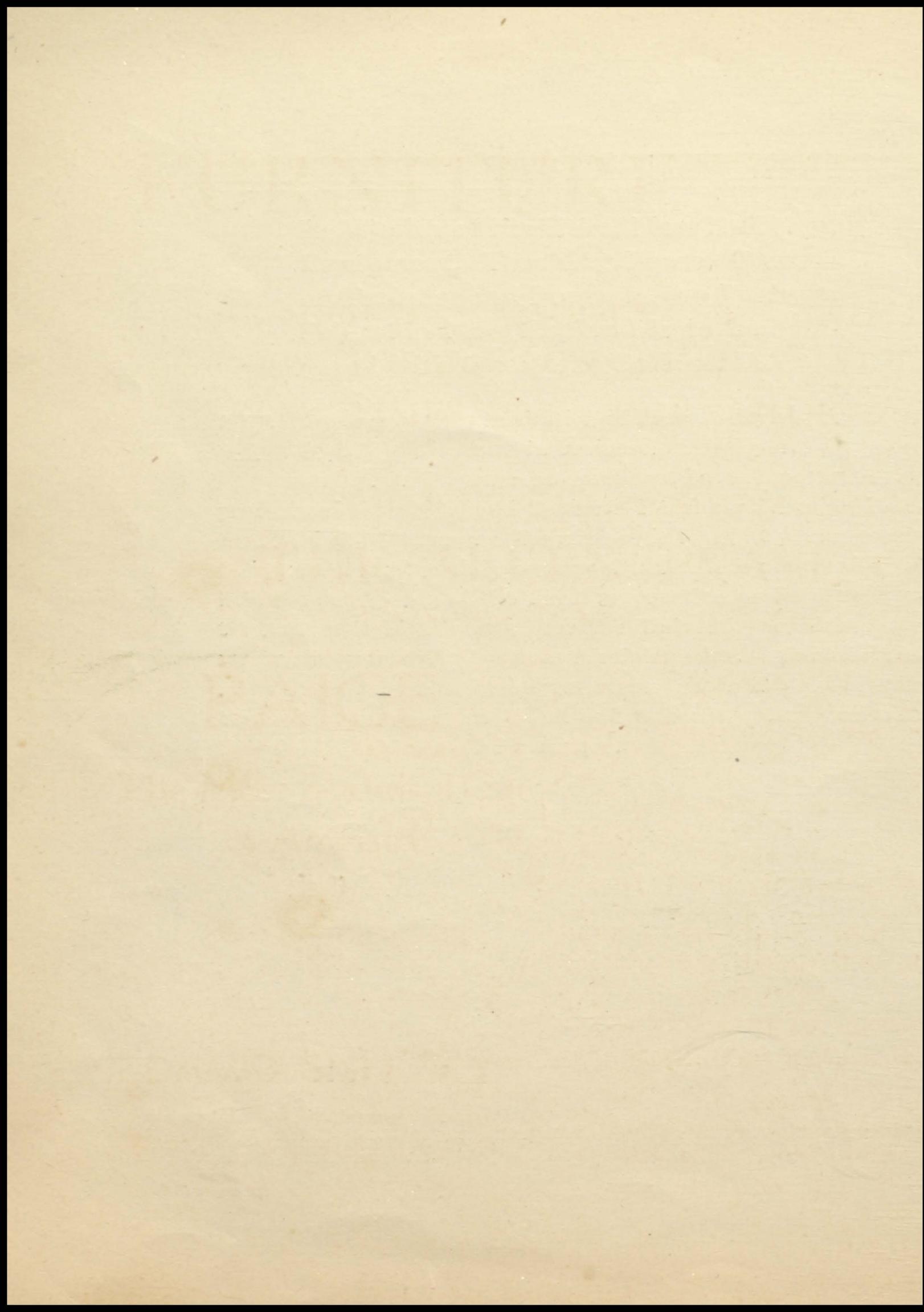


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# The High School Herald

for

## June, 1920.

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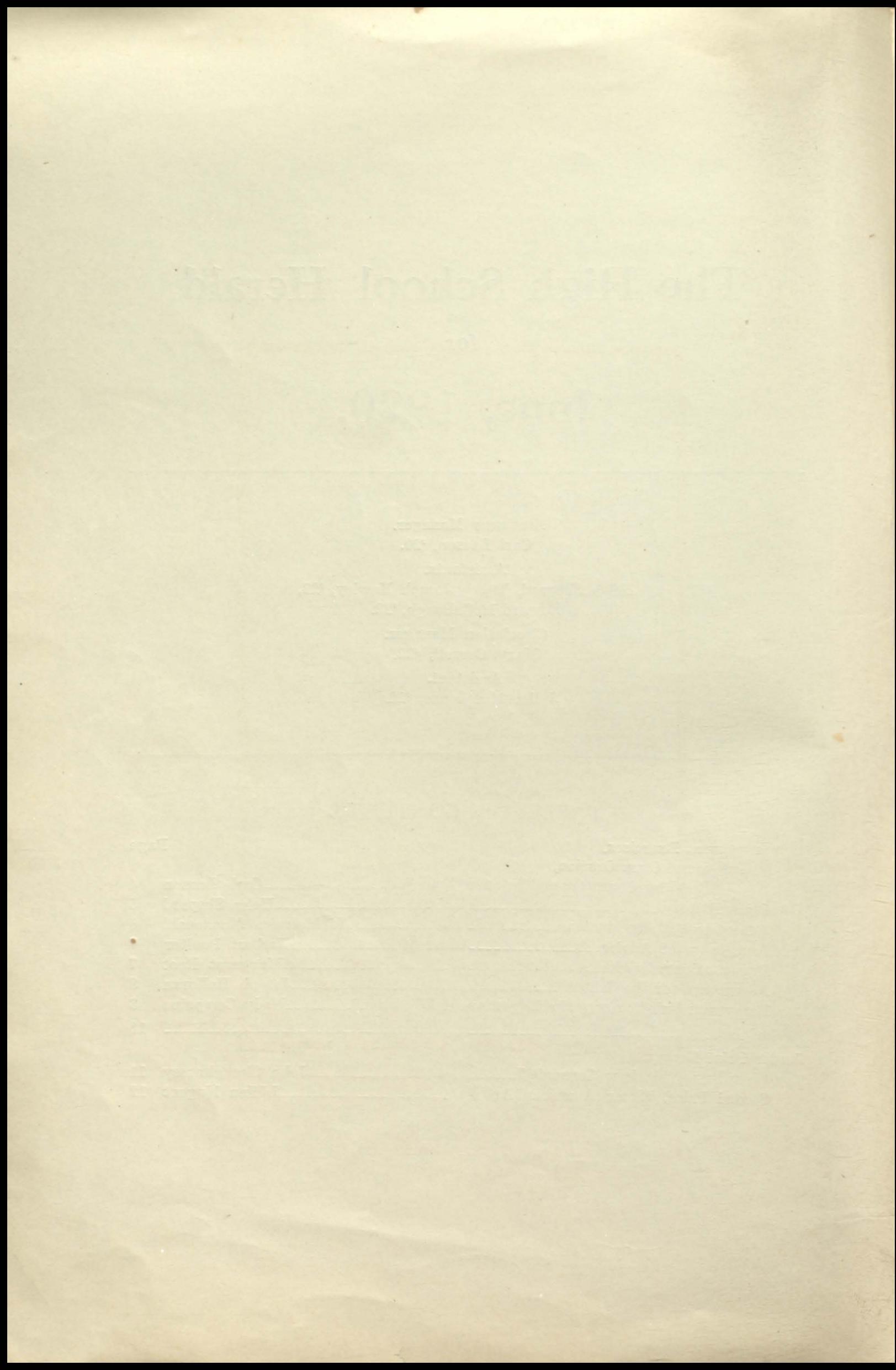
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### CLASS ODE

(Tune: Orange and the Blue)

The years have come and passed away  
Since we as classmates met,  
Delightful years of work and play  
That we cannot forget.  
We'll always think of pleasant days  
Spent at Windsor Locks High,  
Now we must go our separate paths  
Where'er our duties lie.

'Tis hard to say the parting word,  
That little word, farewell;  
The heartfelt sorrow that it brings,  
None but ourselves can tell.  
Farewell, our Alma Mater dear  
We'll cherish mem'ries sweet,  
Thy doors shall close behind us soon,  
Our life tasks then we meet.

But courage! though the waves dash high  
For the world's a stormy sea,  
Our Father's hand shall guide at last  
Into eternity.  
There, through the gathering ages,  
In that day's unfading light  
Our songs we'll sing to merrier words,  
Than the sweetly sad, "Good Night."

Margaret Root, W. L. H. S., '20.

## WELCOME AND CLASS ORATION

Parents, instructors, members of the School Board, superintendent and friends, it is with great pleasure that I in behalf of the Class of 1920 greet you this evening. Parents, you who have made it possible for us to obtain a high school education; instructors, whose patience and untiring interest we sincerely appreciate; superintendent and gentlemen of the School Board, who have always stood ready to give us your time and good council; friends who have taken such an interest in our school and its activities; I wish to extend to you all a most hearty welcome.

**"Build for Character, Not for Fame"**

This year we, the Class of 1920, have chosen a motto written in English rather than Latin or some other foreign language, because we think that good as other tongues may be, the people of this country should do their thinking, writing and speaking in good plain United States. So we have chosen these words written in a language that everyone here tonight can read and understand.

Never has it been so necessary that in America we have unity of ideas—of purpose—and of language as a means to that end. And never before in the history of the United States has there been such need of co-operation in the support of our government. Many foreigners have been entering our country in recent years, not for the purpose of becoming good loyal citizens, making permanent homes here and supporting our government, but for the purpose of obtaining wealth—and these men are continually instigating underhanded and base schemes to further their selfish ends. This has been proven during the past three or four years by the acts of alien radicals who have tried their best to overthrow our government. Thanks to our officials in charge, this disaster has been prevented.

What we need, now, is a second Abraham Lincoln, to set the example for the whole country, a man who "builds for character and not for fame." Let me explain here exactly what is meant by our motto.

Character and fame are quite often associated in our thoughts, but there is really a vast difference in the meaning of these two words. One may often deservedly gain fame by working hard to build a good upright character, but it is very seldom that a person can build a character who has

gained fame without the foundation of character.

I have spoken before of the matchless example offered us by one man who all his life built for character and not for fame—Abraham Lincoln—one of the greatest Americans. It would be a waste of time for me to review tonight the numberless events of his life, because we are all familiar with his career—how he strove on, regardless of the dark clouds which constantly lowered over his path. He could not be influenced by any human agency to deviate from the course which his conscience told him was right. He just pressed forward with a grim determination, to see his duty and to do it, as he himself expressed it, "With malice toward none, with charity for all, with firmness in the right as God gives us to see the right."

In direct contrast to Abraham Lincoln stands a man who worked for fame alone—and who has gained infamy. In August, 1914, this man started out to conquer the world. For what purpose? To show that he was a mortal man with a character of great strength and moral justice—or was it to win fame, for himself and himself alone? All humanity can answer this question today, and all humanity knows the deserved result of his acts.

His selfish greed drove him to think he could conquer the entire world. He did not realize that it takes a man with a character to gain fame such as he desired, and he did not possess such character.

You will find many in this country with as little character as that of the kaiser, though their greedy ambition may be on a smaller scale. Now is the time when we must weed out these individuals and either cure them of their pernicious ideas or send them away from America.

In other words, we must make this a model progressive country instead of one which is sliding backward. Are we sliding backward? We are in danger of it. Why? The answer is our thoughts, our ambitions and our interests are entirely centered about ourselves and our own fame. That is where our grave mistake lies, and this mistake must be overcome; we must climb out of this rut and each of us feel an interest in our nation as a whole, in its character and in its true worth.

In school we can see danger signs if we only look for them, for there are individuals of that "I don't care" spirit even in school. Many come here, not for the purpose of studying and trying to make something of

themselves, but just to avoid harder work and get along as easily as they can. They usually do not remain in school any length of time. Some of them managed to drag through to the end of the year, but they didn't pass. "The teacher didn't like them," is their favorite explanation. They start out in life no richer either in character or in fame than when they entered school.

There is another class of pupils who like to make a show of what superficial knowledge they do get. When these finish high school they seldom attain the same heights in life as an ambitious grammar school graduate who has gone deeply into all his work. They dream of a rosy path filled with ease and luxury—fame. But they will not buckle down and carry their load. The crowd goes on, but they follow in the wake. Occasionally one of these is thrown into the lead by circumstance, but he does not remain there very long, because he is unable to get down below the surface to the real fundamentals of life. He has been building for fame, his part is to receive the praise while someone else bears the responsibility.

There is still a third class in our school, composed of those pupils who work not only to attain high marks, but for what they can really get out of their studies. When a difficult problem confronts them, they analyze it, instead of just glancing at it, and stepping over it. An opportunity is never missed by which advancement may be gained and gained honorably. These are the ones who step into Life's School unhesitatingly and make progress in life.

Classmates: Let us strive on, as we have in the past four years, and remember that in the building of our characters every single day counts.

Build today then strong and sure,  
With a firm and ample base;  
And ascending and secure  
Shall tomorrow find its place.

Carl Larson, '20.

## HISTORY

We live in deeds, not years; in thoughts, not breaths;  
In feelings, not in figures on a dial.  
We should count time by heart throbs.  
He most lives  
Who thinks most, feels the noblest, acts the best.  
So in life and so in school, as classes and as boys and girls we live in deeds, in

thoughts and feelings; therefore the history of our class, as of every class, though arranged in order of years and events, is really the story of our thoughts and feelings for four years.

From the time we entered the Windsor Locks High School as freshmen in nineteen sixteen, nineteen in number, quality predominated. That is why our number was diminished each fall when we returned to school after our summer vacation. We are truly a shining example of the "survival of the fittest."

As we now look down from our present lofty position, as dignified seniors, upon our freshman year, it is hard to realize that we were ever so small and verdant as the little children who entered last September. Did we ever feel so bashful or so awkward? Were we ever timid in looking for our various classrooms? If we were less honest we would deny the modest and fearful shrinking from publicity that characterized our freshman year, but, truthful we always were, we admit the charge.

During our freshman year we were too occupied mastering algebra and Latin to think much of social affairs. We gave our time and attention wholly to school work trying to adjust ourselves to our new environment.

When we returned in the fall as sophomores we became ambitious. Just to give something, to do something, was uppermost in our minds. Having settled into our proper niche in the Windsor Locks High School, we were ready to go on and work for our class and our school. But we were informed that the upper classmen were to have the preference, so we had to watch and wait, curbing our laudable ambition until the proper time for action. Yet we did make one more or less public appearance. In English II we had read, as thousands of classes have before us, George Eliot's "Silas Marner," and for one of our rhetorical performances we dramatized the story. Not to boast too much, we felt that we had some dramatic ability, and we were all the more eager to do something to earn money and show our class spirit.

When but seven of us returned to "carry on" as juniors we were resolved to work hard toward the goal of graduation. So we decided to give a military whist on February 17, clearing \$33, which we thought a good sum to start on.

Our minds then became occupied in writing for the Junior Prize Essay Contest. We were going to give the judges no easy time

deciding which essay was the best. And how we did work on those essays! Prizes mean a good deal to boys and girls of our age, more perhaps than the judges ever realize. And you must know that the town of East Windsor is very, very intellectual, for after a long and serious discussion our judges decided to confer the first and second prizes upon Neddy Compaine and Carl Larson, both of East Windsor.

In May of that year one more of our classmates told us she would have to leave us. So we decided to have a farewell party. As there were but seven of us, we decided to enlarge the number and have our class teacher, Miss Hall, for chaperon. A never-to-be-forgotten evening was spent, and the moon was high in the sky when we reached home. To be sure, our chaperon and class president managed, because of a misunderstanding between them, to forget to bring to the house the principal object of our class party, namely, the little friendship pin we gave our departing classmate as a sign of our affection. Soon after that our teacher, Miss Hall, told us that she also was going to desert us that year.

That left us but six in number to resume our studies for the final year. We were all determined to finish with flying colors and earn the praise and approbation of all, small in numbers though we were.

On December 5 we gave a dinner to about one hundred visiting teachers, clearing about \$45. When you consider the physics room was our kitchen, you will agree with us that serving the dinner was quite a stunt. But, needless to say, we managed the function successfully, showing that we had domestic as well as dramatic ability.

In February we attempted to give the usual midwinter dance. I say attempted, because for some unknown reason the weather man was against us, and only those who lived in the center of the town could attend. As this dance could hardly be counted a success, we had to try once more to do something which might add to our class funds. So we resorted to a whist, and added \$20 to our bank account.

On June 8 Johnson's studio was chosen as a fitting place to pose for the pictures that are the most important we shall ever have taken, our Senior Class Pictures.

And now tonight we come to the final chapter of our history as a class and begin our history as individuals. May the pages of these histories be as marked as those of our class history have been.

Helen Shepard, '20.

#### ADVICE TO UNDERGRADUATES

It is customary for the graduating class of a high school to give some few words of advice to the undergraduates of the school. Our class is going to follow this ancient custom, and I am the medium through which these perhaps unwelcome but sorely needed words are to be given. By way of preparation and warning, before I impart to you this valuable advice upon which I have spent hours of diligent toil, let me say that the undergraduates are supposed to give careful ear to my solemn words and to obey them in every detail.

Juniors: We compliment you upon your progress this past year. You have truly outgrown to a great extent your babyish ways. However, we would advise that you learn to stand on your own feet. Don't depend on others all the time, depend on yourself once in a while, and don't have your wishbone where your backbone ought to be.

You will naturally fall heir to the seats of honor vacated by us, and, although you have progressed so admirably this past year, we hardly believe that you have quite reached that high intellectual stage attained by us or that you are really fitted to occupy them at once. We would advise you, therefore, to retain your old seats until you become capable of filling ours as ably as we have done.

By the way, Juniors, you have an orator in your midst. One Redmond Lyskey, who has achieved fame as a speaker in the recent national democratic convention held in the school. May you always appreciate his flowery eloquence. I would also advise that John Shaughnessey, otherwise known as "Shock," get a pair of shock-absorbers so that when he does his acrobatic feats in French II and gets "landed" on, it will take off some of the jar.

Sophomores: You are known as the quietest class in school, and quietness is truly an admirable characteristic. Incidentally, however, you are known as the most nearly dead class that we have. You seem to be forever in a trance. Come out of that mental fog which seems to have so completely enwrapped you! Wake up and show some signs of life, and don't go around as though you were all afflicted with sleeping sickness. Your class seems to possess considerable talent, however. You have one amongst you who bids fair to become a second Bernhardt. For one of her age, Miss Root possesses remarkable ability. We would advise you,

Eleanor, however, to confine your acting to the stage and not the school room.

There is another one of your sophomore girls who trips the light fantastic toe with graceful ability. It would not be a bad idea for some of you to follow Miss Lyons' art and thereby gain grace and poise.

Verdant Freshmen: Do you realize that you are now almost sophomores, and it will soon be your duty to show another class just how high school students should act?

Since we as seniors have been this past year located in a separate room from the rest of the high school, we have very seldom seen you freshmen, and indeed when we have visited the main room on special occasions we at first thought the front seats were empty until we heard childish voices proceeding from their depths. On one occasion when the freshmen presented a rhetorical program, in the midst of it the piano suddenly started playing. We were dumfounded, for we had not heard of our piano being changed into a "player," and indeed we would not have allowed our beautiful instrument to be so used. But when the room was filled with vibrating chords and crashing crescendos we were awed beyond expression. But lo and behold when the music ceased, up jumped a sprightly freshman girl, who had been entirely concealed by the piano.

You also seem to be a very studious class as a whole and cover a broad field of reading, especially the boys. I have been told that our freshman boys can be found nearly every day reading from our World's Reference Books, looking up, usually, such data as the evolution of the *Blastophaga Nasorum* and various other biological subjects.

Just here I would like to deviate from the usual custom and give just a few words of advice to the School Board. We think it would be an excellent plan for the Board to provide a few cradles and perhaps a nursemaid if need be for the incoming freshman class.

So much for the lighter part of my advice; now for the more serious part. Your high school years pass quickly. You who continue your high school career, and you all should continue, will soon be graduating as we are tonight. Work hard and you will find that you will gain due reward for your efforts. You have strong class spirit. Weld that into a strong school spirit and strive to keep the standard of your school higher than that of any other. Make W. L. H. S. a school that you, your parents and townspeople can well be proud of, and to each one

of you, individually, I can give no better advice than that which Polonius gave to his son Laertes:

"This above all, to thine own self be true  
And it must follow, as the night the day,  
Thou canst not then be false to any man."

Malcolm Macdonald, '20.

### ACCEPTANCE OF ADVICE

Members of the Class of 1920:

In behalf of the undergraduates, I wish to sincerely thank you for those precious words of advice which you have imparted to us this evening. We have listened attentively to your words of wisdom, and we have taken them all to heart.

At this moment we are, no doubt, thinking of the time when we, too, shall be seniors, when we shall have to leave our classmates and teachers, and pass on to the business world.

We have learned many lessons from you as upper classmates, but we have, no doubt, learned something which we would have fared well without—the matter of talking to yourselves on occasions.

But, Seniors, I must confess that you have been a quiet and respectable class, and from the bottom of my heart I wish you the best of luck.

Herbert Poulter.

### PRESENTATION OF GIFT

In selecting our gift this year we have aimed to leave the school something useful. The appropriate gifts of former classes have attractively decorated the walls of the various rooms and supplied many valuable reference books to assist the pupils in their work.

There was a time, long centuries ago, when it was no uncommon thing for a person to go through life without ever learning to read. Times have changed since then and great benefits as well as pleasures are derived from books and current magazines.

The most obvious of all benefits is pleasure—pure pleasure entirely free from any idea of improvement. We turn to books and magazines for much the same reason that we join a merry crowd, engage in sports, or a tramp through the woods.

But there are higher benefits. How dependent we are upon books for facts and

ideas. We all have ideas which we call our own, but for the most part they are merely ours by adoption, they come directly or indirectly from books. And this leads naturally to a sober reflection: "He who reads little is apt to live a little life." His range of information is so narrow, his stock of ideas is so meager, that he is poorly equipped to do things. He can hardly hope to keep pace with those who are "well read."

Pure, temporary pleasure; an abundant store of facts and ideas; the broadening and refining of lofty ideals and universal truths; power to think, power to appreciate, power to express; these are the benefits derived from reading, and it is with this idea in view that you may secure these benefits that we, the Class of 1920, present to the school this gift of subscriptions to two of our best magazines. We hope that you will make use of these and derive both pleasure and knowledge.

Margaret Root, W. L. H. S., '20.

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#### ACCEPTANCE OF CLASS GIFT

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##### Members of the Class of 1920:

In presenting to us the subscription of two of our best magazines, you have again displayed that characteristic which has been yours throughout your high school career, namely: Common Sense.

You give us a privilege which has not been yours during your four years at High School, thus showing your unselfishness. We are indeed glad to possess a means whereby we, as students, may keep in touch with current happenings and may enjoy reading the best stories and articles of the day.

While your gift is not a large one, it is one that will be of great help to us all and should prove invaluable to the English Department of the school. We shall make the best use of your gift and hope to keep up what you have started and enlarge upon it whenever possible, thus putting your "Alma Mater" in a position to compete with any school when it comes to discussion of the live topics of the day.

In behalf of the teachers and undergraduates of the W. L. H. S., we extend to you our heartfelt thanks and sincere appreciation for your splendid gift, and hope that in coming years all your work will be crowned with success.

Joseph Halloran.

#### THE EVOLUTION OF EDUCATION

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We students of today take our present high school training as a matter of course and do not stop to think that it has taken over twenty-five centuries to build up the high schools we now enjoy, and that it is only a century ago that high schools were instituted.

Real educational progress began with the Greeks. In their gradual development they achieved individuality, and their outlook seemed always to have been toward the future rather than the past. And as a result of their development the world has ever since turned to this source of learning for inspiration and counsel.

Greek schools offered their youth a full rounded education. The boys were given rigid physical training and courses in military duty; they were taught reading, writing, mathematics, grammar and rhetoric, the study of literature and music. The underlying purpose of all Grecian education was the training of their boys to serve the state and become good citizens. We must remember that this education was only for boys of the wealthy and leisure classes.

It is said that Rome amalgamated the Greek civilization with her own. And we are inclined to believe this, for until the Romans began to adopt the Greek ideas of life they were narrow and little adapted to national development. We find the Roman schools very much the same as those of the Greek, but perhaps a little more rigid. Both these nations through educational influence spread their intellectual culture through Macedonia and the Orient.

During the Middle Ages monasteries grew up to counteract the prevailing wilderness, and as a result the literary work of the monasteries soon led to the establishment of regular schools within their walls. The curriculum of these schools was at first elementary and narrow, but finally initiated classical learning in the form of "seven liberal arts," viz., grammar, rhetoric, dialectic, arithmetic, geometry, music, and astronomy. Their greatest accomplishment for civilization was the preservation of history and literature.

A very important effect upon education was made by the founding of medieval universities, which institutions grew out of the old monastic schools and offered only three branches of study—ministry, medicine, and law. The medieval student not only acquired a knowledge of his studies, but also debated upon them. However, from a mod-

ern point of view their course of study was meager, fixed and neglectful of the literature of the classical ages.

This period of the Dark Ages when all learning slept was followed by the Renaissance or the Revival of Learning. During this era it was evident that the spirit of the Graeco Roman had returned and that an opportunity was granted for the expression of individuality. Universities throughout Europe began to adopt this new learning. They were awakened to the genuine vitality and innate beauty of the ancient writings. Even grammar schools began a systematic change in curricula.

After the Renaissance came the period of Reformation. This opened the field for the training of teachers and broadened the courses in philosophy and mathematics.

The so-called grammar schools, so limited in their courses, were found inadequate in the preparation for the universities, and out of this need came the establishment of academies in England and America. These academies, we must remember, were far different in their scope from those of today. They taught only those branches preparatory for college, and only those went to college who were preparing for a profession.

Then came the development of the modern systems. And with it free elementary education, compulsory attendance, the creation of a board of education, normal schools, vocational schools, and the placement of elementary schools under public control.

The growth of inventions and discoveries in the nineteenth century gave rise to the teaching of many natural science branches in technical schools. And even universities began to assimilate these courses with their own. Then, too, elementary schools began to realize the value of this practical training and so equipped themselves with laboratories, lecture rooms, workshops, and increased their staff of instructors. And so with the dawn of the scientific movement, scientific and technological schools sprang up.

Through the academic movement, high schools began to appear, giving special emphasis to sciences. The first high school appeared at Boston in 1821. In the first year it offered in its schedule geography; navigation and surveying, in the second; and natural philosophy and astronomy in the third. In all cases instruction was given mainly through the text book, although experiments were frequently demonstrated by the teachers, but there was no laboratory work for the student. At this time there

was such a tendency to overload the curriculum with scientific courses that at the end of the century these courses were very numerous and of a rather superficial character. The scientific movement in the educational system was marked in all the countries during the past two centuries, which demanded entirely different methods of teaching from the traditional ones. So much for science.

We have now come to the present-day tendencies in education. Perhaps one of the finest things of comparatively recent development is the evening high school, where students who are occupied during the day can attend in the evening, and also the evening school for the foreigners. Another fine institution is the industrial schools, established through the philanthropy in the larger cities.

Let us stop and consider a moment the striking comparison between the college and the high school courses. Classics are beyond the question, for we all know that classics have always been the foundation of all secondary schools.

Corresponding to the applied science in the college, we have the domestic science in the high schools; and in place of finance and economics, business and business law. In the colleges are offered thorough courses in agriculture, while in many high schools both the theory and the application are considered and even the grammar schools are beginning to adopt agriculture into their curricula.

The commercial department of our schools has done more perhaps than any other institution to place the majority of business workers in fine working environments with a chance for intellectual improvement. As a matter of fact, there are more commercial students than classical students in any community. The commercial course is a quicker one, though its practicability is questioned.

We have now come to the schools of the present day. What a short time has elapsed since I spoke of the ancient Greek and Roman education, but how many years it has taken to build up our excellent high schools and colleges upon that foundation. Twenty-five centuries of patient toil, now a lapse, now a revival of learning, but always a striving toward the same goal—a higher standard of education.

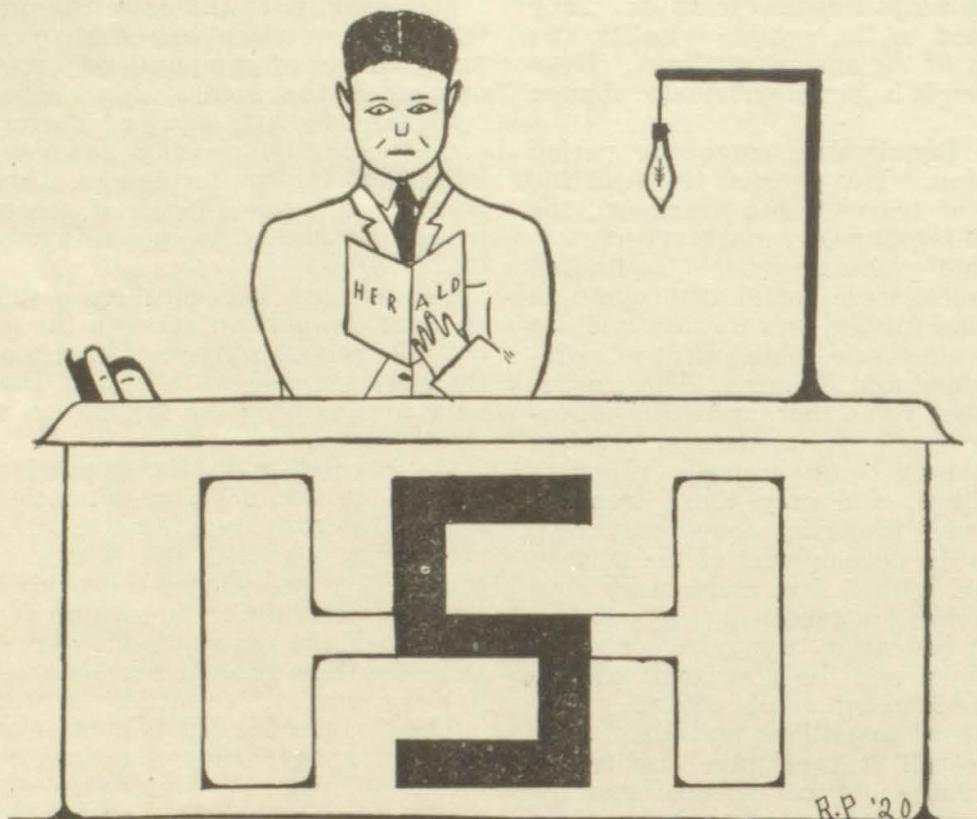
How grateful we ought to be to those people and to those conditions which have made it possible for us to have the excellent opportunities of education which we now enjoy.

Classmates: We have now come to the

end of our High School course, to the end of four pleasant years of toil spent together. Let us ever remember and love our Alma Mater and let us now extend our appreciation to our worthy faculty who have helped to enlighten us, and to the undergraduates whose pleasant companionship

we have enjoyed. And as we part tonight to take up our different walks through life let us strive to reach the summit most suited to our own individuality and there erect a tall, perfect, beautiful temple of life, and let us call that temple Character, not Fame.

Nady L. Compaine, '20.



#### THE HERALD STAFF

##### Editor-in-Chief

Nady L. Compaine, '20

##### Assistants

Helen Shepard, '20 Robert Parmelee, '20

Julia Rooney, '20 John Shaughnessey, '21

Joseph Hawley, '22 Nelson Parmelee, '23

Marion Eagan, '22

#### EDITORIALS

This, the last issue of the Herald, is a strictly Commencement Number, and by means of it we wish to extend our thanks

and appreciation to all who have contributed to its success this year by articles and subscriptions.

We have endeavored to make the Herald as fine a paper as it lay in our power to do so, but we own that it has its faults, and we sincerely hope that the editors of 1920-21 will benefit by our errors.

We cannot too strongly urge that there be the closest co-operation between the editors and the school.

We have appreciated the interest shown by our Alumni during the past year, and we hope that this interest will continue, for the alumni of a school is a very vital part of its support.

The W. L. H. S. has always been noted for adhering to its traditional customs, and, although late, we presented our annual exhibition on Friday, June 11.

On May 28 a concert and dance was given in the Memorial Hall by the members of the junior class. The program, which was most carefully arranged, and which proved to be a credit to the school, was composed of the following numbers:

Orchestra	March
Anchored	Veazie
High School Chorus	
Irish Love Song	Lang
Eva Colli	
Piano solo, "La Manola-Caprice	
Espagnola"	C. W. Kern
Francis Wallace	
"Pit, Pat, Pit, Pat"	Bailey
Girls' Chorus	

"Hail, Land of Freedom" Turner  
Sextette from Eighth Grade  
Nellie Betley, Ethel Goldfarb, Laura  
Parlette, Dorothy Pease, Frederick  
Mather, Raymond Hancock.  
Reading, "Last Hymn" Mrs. M. Farmingham  
Eva Colli

The freshman class presented their final rhetorical program for the year in the assembly hall on May 28. The program was uniformly successful, and some of the members seem rather disappointed to think they cannot display their oratorical ability again until they are sophomores.

Now that school is over the Seniors won't have an opportunity for cutting a day or so every week.

The chemistry class has made a slight transposition in the formula for Cuperic Iodide,  $I Cu_2$  (I see you too).

## JUNIOR PRIZE ESSAYS.

### ANDREW CARNEGIE

#### FIRST PRIZE.

Not only the United States, but practically the whole world was saddened last August to hear of the death of one of our most honored citizens and one of the world's greatest philanthropists.

Andrew Carnegie was born on November 25, 1835 in Scotland. He started to work in a cotton factory for a little over a dollar a week. He learned telegraphy when he was messenger boy in Pittsburgh and he very soon became an operator and rapidly advanced to the ranks of division superintendent for the Pennsylvania railroad. By cautious investments in Pennsylvania oil lands he increased his wealth enormously. After the war of Secession he entered the iron business and soon became one of the industrial leaders of America.

In 1868 he introduced the Bessemer process into the American steel industry. In 1899 he consolidated all his interests in the Carnegie Steel Company at that time one of the greatest industrial institutions ever established. When, later, it was

merged with the United States Steel Corporation, he retired from business with a fortune estimated at a half billion dollars.

The scope of his public spirit has been world wide. Besides the five institutions which receive special attention, his gifts include \$11,000,000 to the Carnegie Institute of Technology, \$10,000,000 to Scotch universities including St. Andrews and Aberdeen; \$5,000,000 as a benefit fund for employees of the Carnegie Steel Company; \$2,500,000 trust for Dunfermline his native town.

The annual proceeds of the fund of \$15,000,000 given to the Carnegie Foundation for the advancement of teaching by Mr. Carnegie in 1905, and 1908 are distributed in pensions to teachers in the United States, Canada and New Foundland retiring from the faculties of universities and colleges. An educational research fund of \$1,250,000 was added by him in 1913.

The Carnegie Institute organized in 1902 to encourage in the broadest and most liberal manner, investigation, research and discovery, and the application of knowledge to the improvement of mankind has an endowment of \$22,000,000. The institution offers no regular class-work and no degrees. Its administration building is in Washington, D. C. The president of the United States, the vice-president, Speaker of the

House of Representatives and the secretary of the Smithsonian Institution are ex-officio members of the board and the United States government offers the free use of its public records, museums and libraries to all persons connected with the institution.

Over \$50,000,000 has been given by Mr. Carnegie to libraries in English speaking countries, and it is largely as a result of his beneficence that the public library has become a prominent institution in every community of importance in the United States and Canada.

Mr. Carnegie was an illuminating example of what strong personality will accomplish.

Mr. Schwab, the man who perhaps knew Carnegie best, paid a splendid tribute to him in the following words!

"Never before in the history of industry have you known a man, not himself understanding the business or its working details, making no pretense of being a technical steel manufacturer or a special engineer, was yet able to build up such a great and wonderfully successful enterprise as Mr. Carnegie did.

"It was not that he was a skilled chemist, a skilled mechanic, or a skilled engineer, it was because he had the faculty of enlisting the people who were skilled in those arts. And while it may be an easy thing to enlist the interest of such men in an enterprise, it is quite different to get their best efforts and loyal support. And in that Mr. Carnegie was paramount over all men."

"I wonder how many of you," continued Mr. Schwab, have ever reflected that these tremendous results which Mr. Carnegie secured were always obtained through a spirit of approval and never of criticism. Mr. Carnegie was one to take you by the hand and encourage and approve."

Another phase of his character was thoroughness, and that may be illustrated in a way which shows how his mind worked all around a subject. During the great war the one spirit that seemed to animate every man, no matter how great his station in life—and indeed the greater his station the more he tried to emulate it was the spirit of democracy. This is an age when a man, be he prince, king, philanthropist, merchant, manufacturer, politician or plain citizen can have nothing better said of him than that he is truly democratic. That describes Mr. Carnegie.

John Shaughnessey, '21.

## SOME AMERICAN ARTISTS

### SECOND PRIZE

As is only natural, whatever artists we had in our early days, were a direct reflection of English methods and English ideals. During the days of the Revolution and our first few years of struggling independence, though we resisted British soldiers, we imitated British artists. And hence we find our first American artists confining their efforts to portrait painting as this field was that most cultivated by our forerunners across the Atlantic.

The earliest American artists of any renown were all portrait painters. And despite the handicaps and hardships to be encountered in the artistic arena during those troublous times, the innate artistic sense of true Americans found expression in the works of many painters. Amongst them all, however, only four stand out with any prominence: The Peales, father and son, Stuart and Copley, the last named being considered the peer of his time.

The glory which now crowns the work of the Peales is due rather to the historic importance of their subjects than to any exceptional merit in their works. Both are famed for their portraits of Washington. Of the two the son is commonly considered to be the superior of his father. The elder, Charles Wilson Peale, was born in Maryland but early moved to Philadelphia and took up his residence there for the greater part of his life, though he spent some years studying in England.

He was distinguished for many mechanical pursuits and also displayed skill in various professions. He also held a commission in the Revolutionary War, commanding a corps of volunteers. He was born in 1741 and died in 1827.

Rembrandt Peale, the son, who was born in 1787, is chiefly remembered for his picture of Washington which was purchased by the United States Senate in 1832. The artist was only eighteen years old when Washington sat for this portrait and though Washington died before the work was completed, nevertheless Peale carried out his original inspiration by means of busts and other portraits and his final creation is considered by all critics to surpass easily the portraits painted by his father during the general's lifetime. The Gallery of the New York Historical Society now contains several of the younger Peale's works. He died in 1860.

Close upon the Peales in point of time, but far above either of them in the merit of his work, we find Gilbert Charles Stuart. He was a native of Rhode Island having been born there in 1756. In his younger years Stuart received and accepted an invitation from a Scotch artist to accompany the latter to Scotland and put himself under his instruction there. Soon after landing, however, the teacher died and Stuart returned home to finish his education. At the early age of eighteen, he went back to Edinburgh and soon after, we find him very favorably spoken of in London where many persons of social and political distinction vied with one another to sit for the rapidly rising and much loved American.

As in the case of the Peales so with Stuart it is the portraits which he made of Washington that are mainly responsible for his fame. The finest of these is that now on exhibition in the Boston Atheneum.

The leader of early American artists is generally conceded to be John Singleton Copley, who was born in Boston in 1737. From the very beginning his portraits stand out among all others for their coloring effects and in delineation of character and solidity of execution he is considered by many to be the superior of Stuart. In 1776 he transferred the scene of his work to England and remained in London until his death in 1815. He was received with open arms by the English on his arrival in that country and to the last maintained the favor and esteem with which he was welcomed. Though the best of his paintings are in England, yet there is no collection of purely American works which can be said to surpass Copley's earlier

paintings which he completed in this country before leaving for England. Present descendants of the Old New England families treasure many of Copley's portraits of local and historical characters.

Often quoted but of far less importance than Stuart and Copley are the names of Benjamin West, Washington Allston, and Jonathan Trumbull. The last named deserves mention as the leading painter of revolutionary history. His best work adorns the wall of the Rotunda of the Capitol at Washington.

About the period of the Civil War, our American painters begin to show a disinclination to adhere to the standards set by the pioneers and landscape work instead of portrait painting develops considerable activity. As is to be expected the first offerings are to be cherished more for their originality than for their artistic quality. The coloring was hectic and the execution stiff and mechanical. But a more delicate concept and greater ease of movement becomes more apparent as the school progressed.

Among the recent developments in American art, we find the names of Whistler and Sargent. The reputations of these men are rapidly becoming international and their works adorn many of the public buildings of our larger cities in the United States.

This paper has of course been necessarily brief and we have only mentioned those American artists who in some way have added to the claims for distinction in chosen fields which True Americans are making every day in the various intellectual pursuits.

Lillian Nugent, '21.

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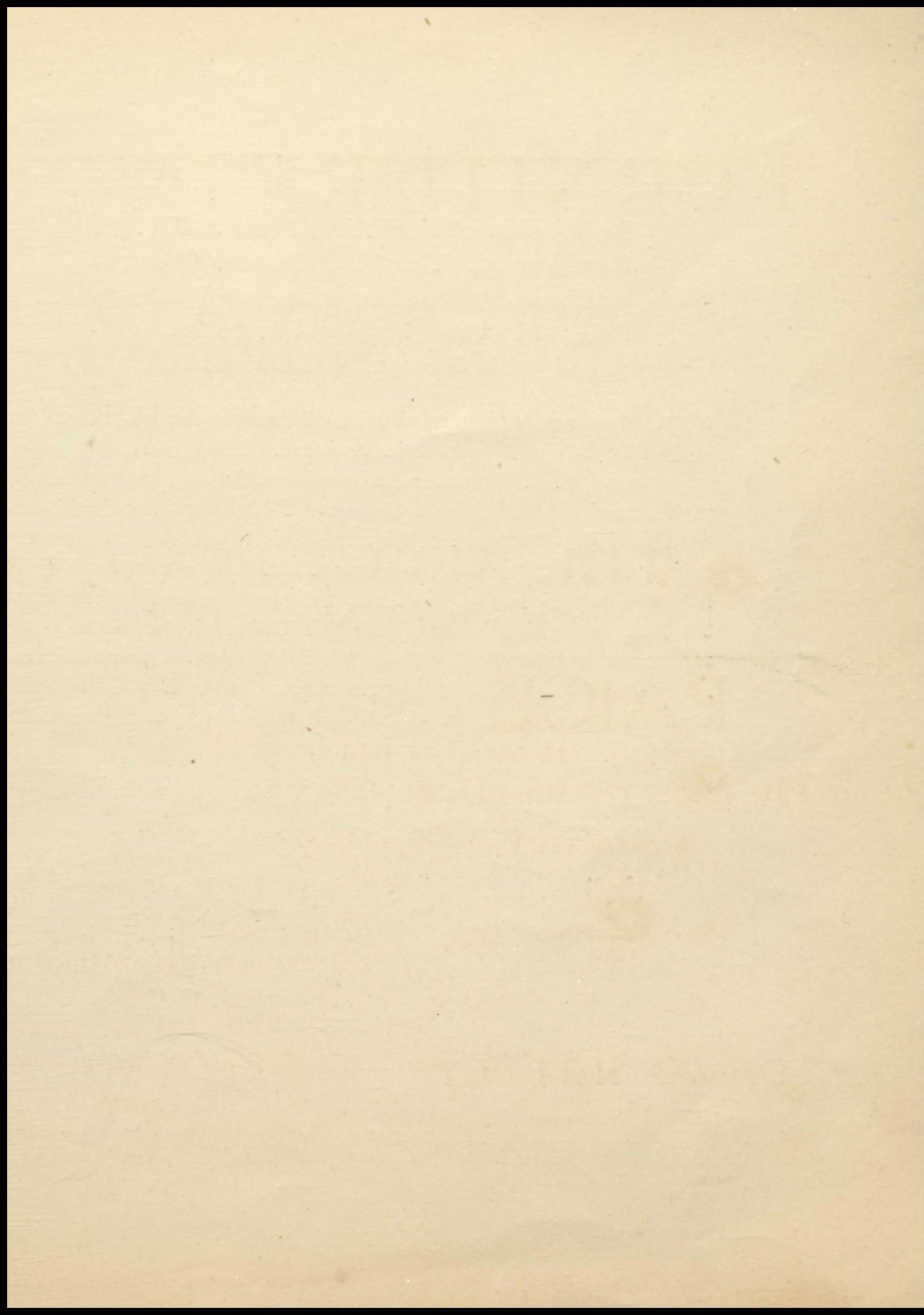
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